

Introduction

The world we live in continues to change. For students to succeed in school, at work, and in the community, they will need more skills and knowledge than ever before. To ensure all students have every opportunity to succeed, Indiana adopted the Common Core State Standards in the area of Mathematics, as well as English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

Common Core State Standards Philosophy

The Common Core State Standards:

- are aligned with college and work expectations.
- include rigorous content *and* application of knowledge through high-order skills.
- build upon strengths and lessons of current state standards.
- are internationally benchmarked.
- are evidence and/or research-based.

The Common Core State Standards will

- help prepare all students with the knowledge and skills needed to succeed in college and careers.
- assist students who move between states.
- create the opportunity for America to compete for high-wage, high-skill jobs in a knowledge-based economy.
- allow for more focused pre-service education and professional development.
- create economies of scale around areas such as curriculum, instructional resources, and assessment.

Role of the Teacher

While the standards set expectations for student learning for each grade level, they do not prescribe how the standards should be taught. Teachers should use their skills, experience, talents, and resources to design standards-based classroom lessons that meet the needs of individual students.

Assessment Horizon

Indiana is a governing state in the Partnership for Assessment of Readiness for College and Careers (PARCC). Through PARCC a new generation of assessments will be developed and used throughout the nation, allowing us to compare and evaluate policies that affect student achievement across states and school districts.

The Common Core assessment includes a summative test, which will be administered online beginning with the 2014-15 school year. The assessment also includes “through-course assessments” that take place over the course of the year, allowing teachers to adjust their instruction based on students’ results. As a governing state, Indiana will pilot Common Core items in 2012-13 and 2013-14 and provide schools with data regarding student performance on the Common Core State Standards.

Impact on Instruction

Grades K, 1, and 2

In 2011-12, kindergarten teachers will be the first to teach *only* the Common Core. Those kindergarteners will be the first class of 3rd graders to participate in the Common Core assessment. First-grade and second-grade students will learn Indiana Academic Standards and identified elements of Common Core in 2011-12. First-grade students will learn *only* Common Core in 2012-13. Second-grade students will learn *only* Common Core in 2013-14.

Grades 3-12

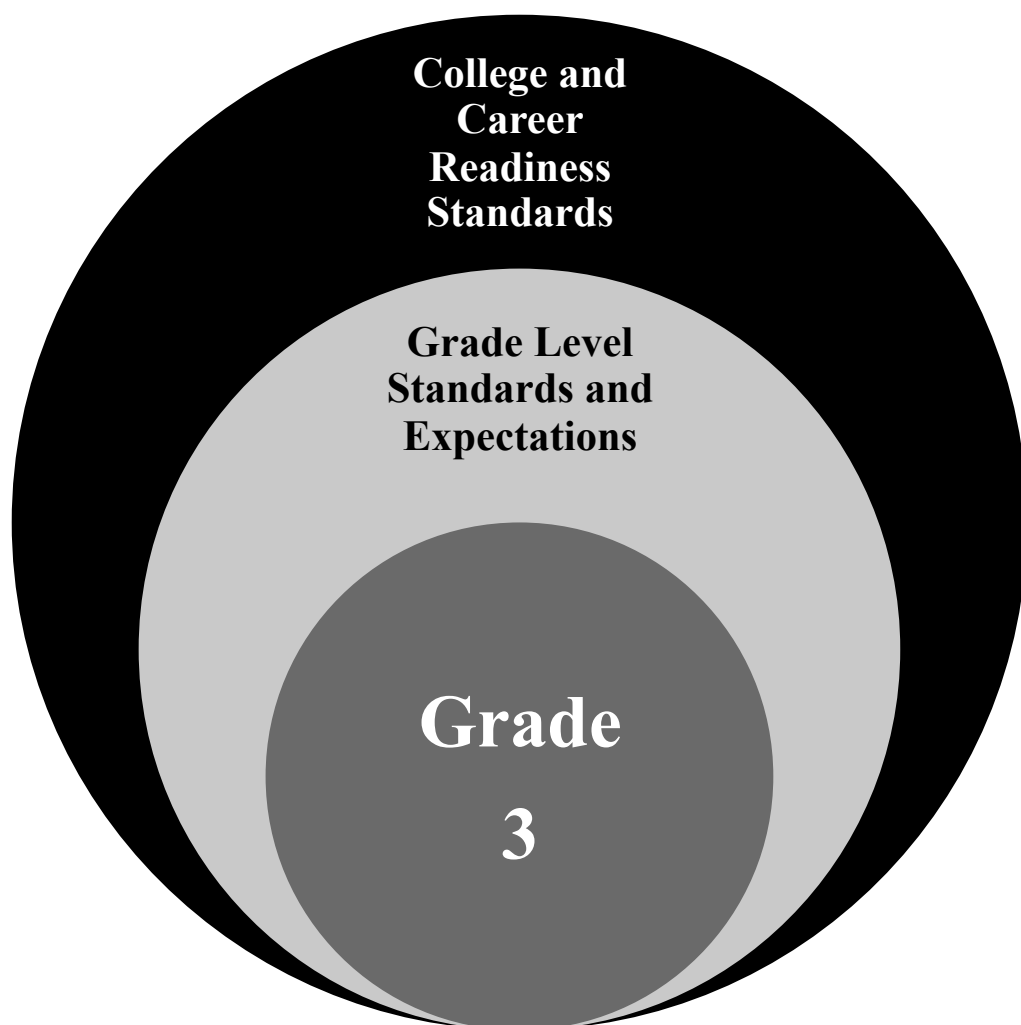
Students in grades 3-12 will receive an intentional introduction to the Common Core beginning with the 2011-12 school year to ensure they have the foundation for future learning with no instructional gaps. In 2014-15, all ELA and math teachers will *only* teach Common Core.

Final Notes

Indiana Department of Education staff members are working diligently, both externally with other states, and internally across the IDOE, to ensure the development of a common scope and sequence for Common Core. This work is critical as we begin the transition to the Common Core State Standards.

Equally as important, efforts are underway to assist teachers in understanding what to teach next year (and in subsequent years). A tight alignment between the content which is “taught” and that which is “tested” on ISTEP+ and ECAs, together with the initiation of Common Core State Standards instruction, facilitates the important work of developing the foundation for future learning and assessment.

English Language Arts Academic Standards: Grade 3



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Interpreting the Cover Page

The graphic found on the cover page attempts to illustrate the fundamental structure of Indiana’s academic standards. The smallest circle represents the instructional expectations for one grade level. These are directly aligned with *all* grade level standards and expectations. In this way, each grade level serves as an essential part of the bigger picture. Perhaps most importantly, with the adoption of the Common Core Standards, the indicators for each grade level lead directly toward demonstrating proficiency of the College and Career Readiness Anchor Standards. The path to a post-secondary pursuit is now seamless from Kindergarten through high school graduation.

Reading this Document

English Language Arts Academic Standards: Grade 3



College and Career Readiness Anchor Standards

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Print Concepts

3.RF.1 (There is not a grade 3 standard for this concept. Please see preceding grades for more information).

Phonological Awareness

3.RF.2 (There is not a grade 3 standard for this concept. Please see preceding grades for more information).

Phonics and Word Recognition

3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Fluency

3.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

- 3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- 3.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- 3.RI.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6** Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- 3.RI.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- 3.RI.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

- 3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- 3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- 3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- 3.RL.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.RL.8** (This College and Career Readiness Standard does not have a literature component)
- 3.RL.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

- 3.RL.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Production and Distribution of Writing

- 3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.W.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.W.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- 3.W.7** Conduct short research projects that build knowledge about a topic.
- 3.W.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.9** (Begins in grade 4)

Range of Writing

- 3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- 3.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written Standard English.

Vocabulary Acquisition and Use

- 3.L.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.L.5** Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 3.L.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

- 3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- 3.SL.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.SL.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- 3.SL.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 3.SL.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

College and Career Readiness Anchor Standards for Reading

The standards on the previous pages define what students should understand and be able to do by the end of grade 3. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The standards on the previous pages define what students should understand and be able to do at the end of grade 3. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for Language

The standards on the previous pages define what students should understand and be able to do by the end of grade 3. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate an understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

College and Career Readiness Anchor Standards for Speaking and Listening

The standards on the previous pages define what students should understand and be able to do by the end of grade 3. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.